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| 20 MIN  20 MIN  20 MIN |  | ***Activity #1 (Phonemic awareness and phonics th /***Ɵ***/)***  Fabio (10 min.)   * Model the sound for the sound /f/ and the sound / Ɵ/ * Ask children to identify the words that begin with each sound. * Play Hanged man with those sounds.   Classroom teacher (10 Min).   * Show to children the diagraph ***th*** and its sound / Ɵ/. * Explain them that it is called diagraph because although there are two letters only one sound will come out. * Model the sound and give some examples   Thank you  Thursday  Theater  Think  Thing  Third  Three  Throw  Thumb   * Encourage children to repeat those words with you. * Ask children if they know more words that begin with the diagraph ***th*** and its sound / Ɵ/. * Write the words on the board.   ***Activity #2 (High frequency words).***   * Review the high frequency words on the word wall * Point to the words on the word wall and ask a volunteer to read the words aloud. * Show to children the high frequency words ***WHERE, HE.*** * Write some sentences containing the H.F.W. * Ask some volunteers to find the HFW in the sentences. * Can you tell me a phrase with those H.F.W? * Put the H.F.W in the word wall.   ***Activity # 3 (Comprehension strategy).***   * Explain children that when they read a book, the book might not tell them everything. Tell them sometimes they need to use their own ideas to help them understand what they read. * Reread From Here to There. * Think aloud (page 3). Say *the book asks where Marco is going. I see that he is in a car. I think he is going somewhere far from his home because they have to take a car.* * Read the top of the ***Infer organizer poster***. Explain that “in the text” means what you read in the book and “in my head” are ideas you have. * Model filling in the boxes on the organizer with pictures of your think aloud. * Invite children to infer other information. | Board  Markers  Eraser  Board  Markers  Eraser  Word wall  Big book  From here to there  Infer organizer poster. |  |